

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, May 7, 2024 6:00 PM
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Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

This regular meeting of the Osseo School Board is being conducted the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/info-center/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:00 p.m. Welcome and purpose
Tanya Prince, Board Vice Chair
2. 6:05 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:05-6:30 p.m. Superintendent Student Advisory Group 3
Dr. Kim Hiel, Superintendent; Amy Tollefson, District Level Principal; members of the Superintendent Student Advisory Group
4. 6:30-7:00 p.m. Artificial Intelligence in Education 32
Anthony Padrnos, Exec. Dir. of Technology; Andi Bodeau, Digital Learning & Instructional Media Coord.; Sally Kimmes, LMS, Edinbrook Elem.; Marie Lundt, Middle School Digital Learning Spec.; Becky Fritz, High School Digital Learning Spec.
5. 7:00-7:30 p.m. CAREI Action Plan 56
Dr. Bryan Bass, Assistant Superintendent of Equity and Achievement and Sonni Buerskin, Director of Student Services
6. 7:30-8:00 p.m. Repurpose Site Update 87
Brian Siverson-Hall, Exec. Dir. of Community Engagement; Steve Flisk, Asst. Supt for Elementary Schools; John Morstad, Exec. Dir. of Finance & Operations; Kay Villella; Exec. Dir. of Community Relations
7. 8:00 p.m. Adjournment
Tanya Prince, Board Vice Chair

To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website www.district279.org, under "Info Center > School Board."

OSSEO AREA SCHOOLS

ISD  279

Superintendent Student Task Force

May 7th, 2024

School Board Work Session

The Purpose

Help student leaders in the Superintendent Task Force Advisory group define a project that would help students in the Osseo School District feel welcome and centered.



Building Community: Positive Messages

- ❖ You got this! Persevere!
- ❖ You are amazing.
- ❖ You rock!
- ❖ You are doing great.
- ❖ We can make change → we have positive influence.
- ❖ Working on myself, be myself, for myself.
- ❖ You can do it! Don't give up! Push forward!
- ❖ You matter.
- ❖ You are a star.
- ❖ You are capable of whatever you put your mind to, also: nothing is worth losing your peace.
- ❖ Remember that every step forward is a step toward.
- ❖ Remember something bigger & better than your current situation.

The Process: Consensus Building

- Identify a main question
 - What do students need to feel welcome and centered in Osseo Area Schools?
- Brainstorming
- Cluster ideas into categories by association
- Identify a main theme for each category

Consensus Building



Consensus Building

Educational Advancement	Culture	Privacy & Rights	Support	Belonging	Engagement	Recognition
<ul style="list-style-type: none"> • Support future pathways • More levels of classes 	<ul style="list-style-type: none"> • More teachings about other cultures • More cultural recognition • Cultural Week boards • Diverse curriculum and experiences • Fun Food Fridays 	<ul style="list-style-type: none"> • Student Privacy • More checks in the bathrooms • Privacy in bathrooms 	<ul style="list-style-type: none"> • Building connections with staff • Staff so support me • Teacher enthusiasm • Knowledge of who is representing student at the district level • Mental Health Day • Zero Hour 	<ul style="list-style-type: none"> • Able to be authentic • Feel safe • Ability to find comfort in food • More greetings in the hallway • OALC included more in district decisions • Kind, understanding environment • Fun opportunity to express yourself • Coffee bar • Sense of community (Connect with people) • Equality amongst everyone • More clubs for different communities 	<ul style="list-style-type: none"> • Class trips and activities • Field trips more often • Interactive learning experiences • More spirit days • Clubs, athletics, activities 	<ul style="list-style-type: none"> • Student recognitions • Graduate recognition for clubs/activities • Advisor & commencement name calling

Main Themes

- Educational Advancement
- Culture
- Privacy & Rights
- Support
- Belonging
- Engagement
- Recognition

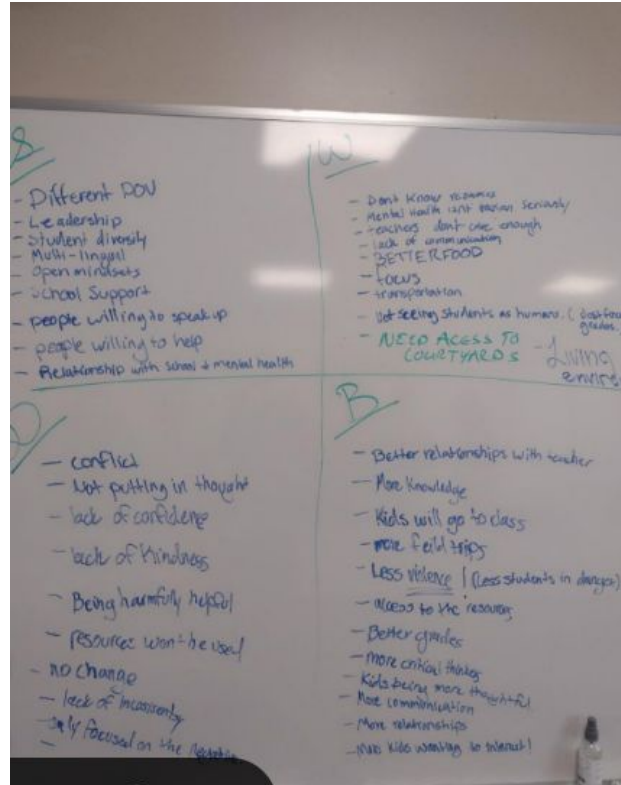


Theme Selected: Education on Mental Health

- Definition of Mental Health
- Resources
 - Access to resources in different formats and languages.
- Information displayed around the schools (ex. Posters and social media)
- Creating a running document where students can ask questions anonymously (like a tip line).
- Link on the web page of the School District to a Google document that receives suggestions from students about what students need.
- Directory or document of resources: internal and external (local or state).

Reality Assessment

- Strengths
- Dangers
- Weaknesses
- Benefits



The Work!



The Fun!



Taking Care of Your Mental Health

May 7th School Board Work Session



Sanjana Hemraj (OSH)

Jackelyn Garcia Gonzalez (MGSH)

Luam Aman (OSH)

Superintendent's Student Task Force

Ronnie Brown (PCHS)

Izzy Andor (OALC)

Hassania Ahmed (OSH)

Nurah Muhammad (OSH)

Re'son Adkins (279 Online)

Mya Forry (MGSH)

Our Process



01 Brainstorming

02 Decision making



+

03 Made a plan

04 Take Action



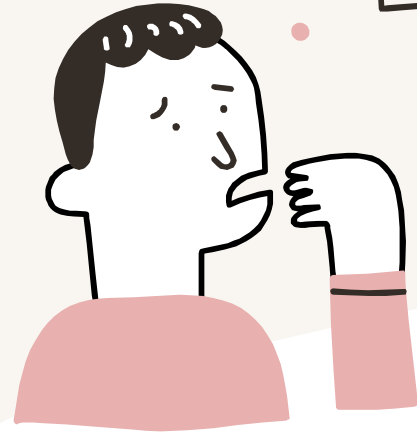
Prevention vs Reaction

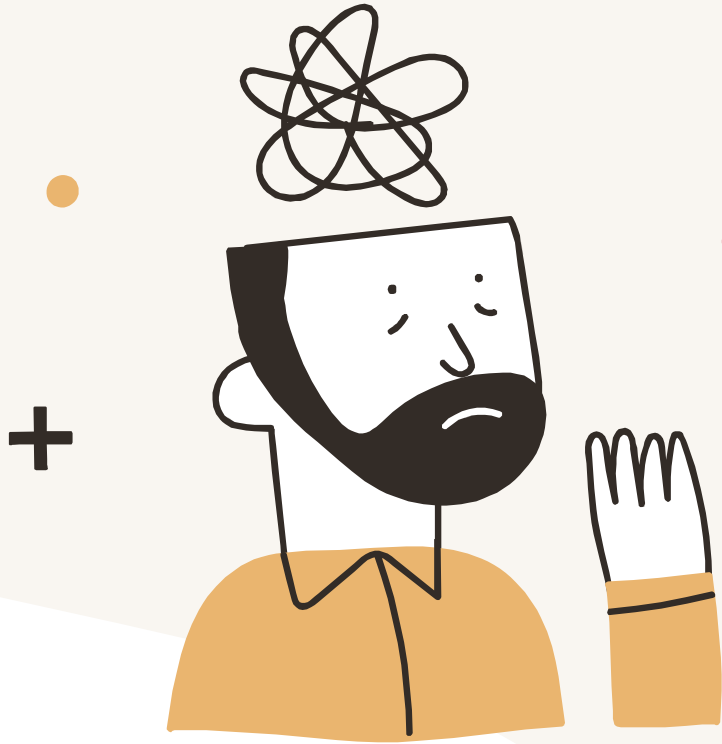
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Why Mental Health?

+ Constant availability resources +

01 About Mental Health





What is mental health?

Mental health isn't a feeling, thought, or stage. Our mental health is always with us actively working day by day. Most don't acknowledge their mental health when they're doing well, rather than when someone is at a low.



Our Goal

- Increase accessibility of mental health resources
- Destigmatize the talk about mental health
- Equip teachers with the proper resources to support students along with themselves.
- Cultivate a safe environment that center students voice



MENTAL HEALTH



TAKING CARE OF YOUR MENTAL HEALTH

PRACTICAL TIPS FOR EVERYDAY WELL-BEING

MENTAL HEALTH IS JUST AS IMPORTANT AS PHYSICAL HEALTH. IT AFFECTS HOW WE THINK, FEEL, AND ACT. TAKING CARE OF OUR MENTAL HEALTH IS ESSENTIAL FOR OVERALL WELL-BEING. HERE ARE SOME PRACTICAL TIPS TO HELP YOU MAINTAIN GOOD MENTAL HEALTH.

- PRACTICING SELF CARE
- TRY TO RELAX AND REDUCE STRESS.
- FIND WAYS TO LEARN AND BE CREATIVE.
- SPEND TIME IN NATURE.
- EATING A GOOD MEAL
- LOOK AFTER YOUR PHYSICAL HEALTH.

DEALING WITH MENTAL HEALTH IS DIFFICULT, BUT IT DOESN'T HAVE TO BE! THERE ARE SO MANY RESOURCES TO HELP INCLUDING:

NATIONAL SUICIDE & CRISIS LIFELINE
NATIONAL: 998
HENNIPEN COUNTY: 612-596-1223
CRIS TEXT LINE: TEXT HOME TO 741741

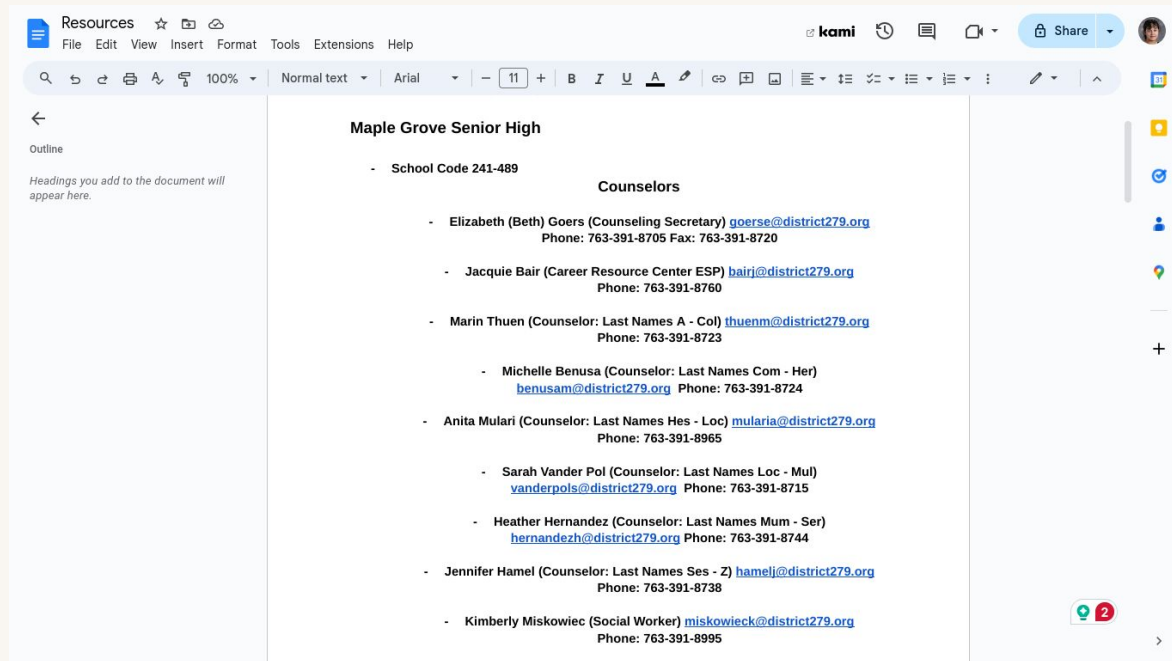




02 Making Resources Accessible



Resources Available for school and community



The screenshot shows a Kami document editor interface. The document title is "Resources". The main content is a list of contact information for Maple Grove Senior High. The list includes the school code and a section for counselors with their names, titles, email addresses, and phone numbers.

Maple Grove Senior High

- School Code 241-489

Counselors

- Elizabeth (Beth) Goers (Counseling Secretary) goerse@district279.org
Phone: 763-391-8705 Fax: 763-391-8720
- Jacquie Bair (Career Resource Center ESP) bairj@district279.org
Phone: 763-391-8760
- Marin Thuen (Counselor: Last Names A - Col) thuenm@district279.org
Phone: 763-391-8723
- Michelle Benusa (Counselor: Last Names Com - Her) benusam@district279.org Phone: 763-391-8724
- Anita Mulari (Counselor: Last Names Hes - Loc) mularia@district279.org
Phone: 763-391-8965
- Sarah Vander Pol (Counselor: Last Names Loc - Mul) vanderpols@district279.org Phone: 763-391-8715
- Heather Hernandez (Counselor: Last Names Mum - Ser) hernandezh@district279.org Phone: 763-391-8744
- Jennifer Hamel (Counselor: Last Names Ses - Z) hamelj@district279.org
Phone: 763-391-8738
- Kimberly Miskowiec (Social Worker) miskowiec@district279.org
Phone: 763-391-8995



Running Document

This running document is an anonymous “tip line” that we plan to use to help touch base with students who may not feel comfortable talking to friends or family around them.



Image of resources list



Mental Health Tip Line

"Life is like a bicycle to keep your balance, you must keep moving"
- Albert Einstein

Know you are never alone! Mental health is very important and we acknowledge that you may want support. This tip line is to act as a support system for any questions you may have that you may not feel comfortable talking to an adult about. We are here to support you and help you throughout your journey. Reaching out for help may seem frightening at times, and we respect confidentiality so feel free to know this is an open space. If you express concerns about wanting to speak with a trusted adult or counselor feel free to put your name below and contact information.

aman002@apps.district279.org [Switch account](#)

Not shared

* Indicates required question

First and Last Name (This is optional)

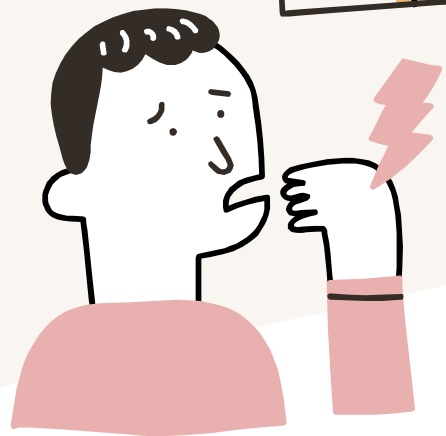
Your answer

Which school do you currently attend? *



03

Communications



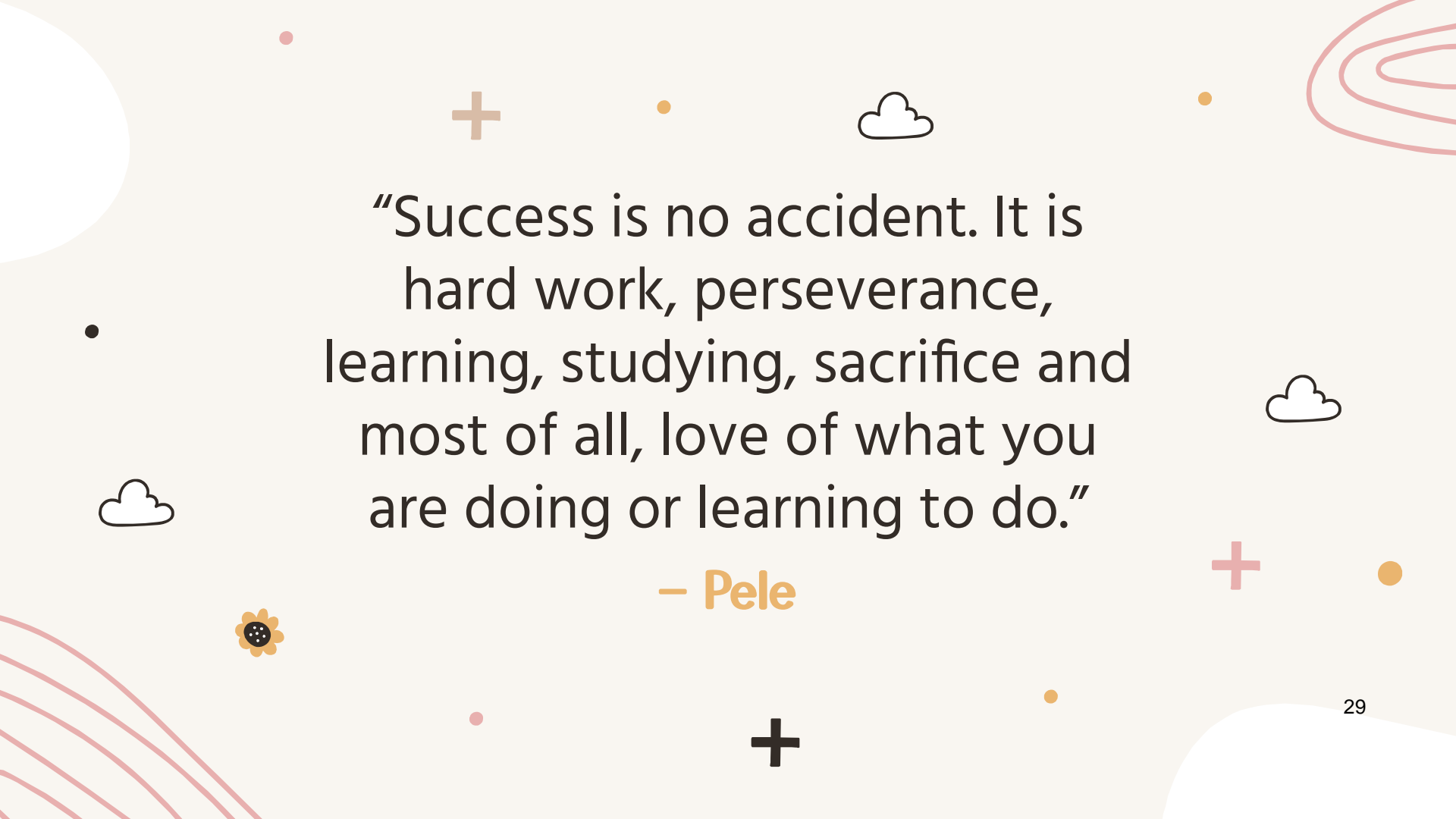


Technology in school and how it affects mental health



- Constant screen exposure can affect interpersonal skills development, leading to a preference for digital interaction over face-to-face communication. Additionally, excessive screen time contributes to digital distractions, potentially harming focus and concentration.
- ❖ Increased screen time leading to digital eye strain and fatigue.
- ❖ Distraction from social media and other online platforms impacting focus and productivity.
- ❖ Potential for cyberbullying and online harassment affecting self-esteem and mental well-being.
- ❖ Pressure to constantly stay connected and available, leading to anxiety and stress.





“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”

– Pele

- Everyone has mental health and can suffer from mental illnesses.
- Our environment and societal factors greatly influence mental health.
- Communities of color, including the black community, face high rates of mental illnesses.
- Barriers exist for these communities when seeking help for mental health issues.
- Black youth experience higher rates of mental illnesses like depression and anxiety compared to white peers.
- Native Americans also struggle with high rates of suicide and mental health challenges.



Sexual orientation

- LGBTQ+ individuals are more likely to utilize mental health resources.
- Bisexual and transgender people within the LGBTQ+ community report the highest levels of mental health concerns.
- LGBTQ+ individuals often face shame and stigma from peers.

Whos impacted?

gender

- Men are less likely to discuss their mental health due to societal stigma.
- Men are less likely to seek help for mental health issues compared to women.
- Men have higher rates of suicide, with tendencies towards more aggressive methods.



According to Minnpost

-in 2022 one third of Minnesota high schoolers experienced mental health issues. That's a 10% increase since 2016

According to Mental Health America

-16.39% of youth (12-17) have reported at least one major depressive episode in the past year

+ -Minnesota ranking 43rd with 19.36%

-59.8% of youth did not receive mental health support. Minnesota ranks 31

-6.34% of youth in the US reported drug abuse.



Why Does This Matter?

Black Youth Mental Health

-Black children (under 13) are twice as likely to die by suicide than their white peers.

-36.6% suicide rate in the Black Community.

LGBTQ+

-39% of LGBTQ+ people in America have reported mental health issues.

-They use mental health resources 2.5 times more than their hetero peers.



OSSEO AREA SCHOOLS

ISD  279

AI in Education

May 7, 2024

Objectives

- ▶ *Build a common understanding of Artificial Intelligence in Education*
- ▶ *Share the current thinking around Artificial Intelligence in Osseo Area Schools*

First Industrial Revolution

Transition from hand to machine

1760

Third Industrial Revolution

Telecommunications and the computer
(programmable boards)

1870

Fifth Industrial Revolution

Advanced technology and AI

20XX

1840

Second Industrial Revolution

"Technological revolution" from rapid scientific
discovery, standardization, and industrialization

1914

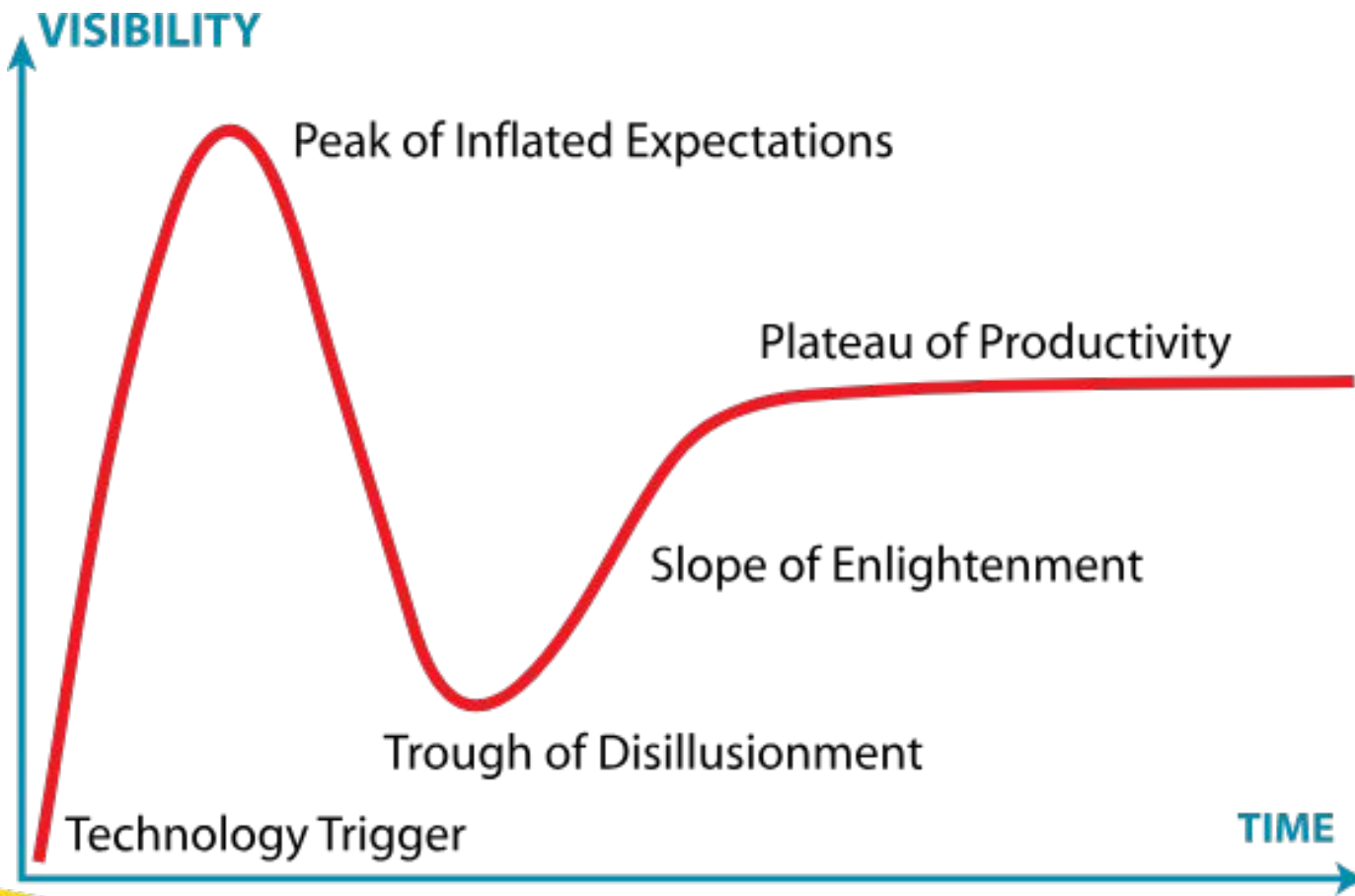
Fourth Industrial Revolution

(current state)
Digital driven and automation engineering

The Fifth Industrial Revolution (5IR), also known as Industry 5.0, is a new phase of industrialization that emphasizes the collaboration between humans and advanced technologies, such as artificial intelligence (AI), the Internet of Things (IoT), and robotics. The 5IR is characterized by a focus on human-centric values, ethics, and collaboration, while also ensuring that technological advancements contribute positively to society and the environment.

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Gartner Hype Cycle



Math Teachers Stage a Calculated Protest

By **Anndee Hochman**
April 4, 1986

To calculate or not to calculate -- and when -- was the question that provoked a small group of math teachers to picket at the National Council of Teachers of Mathematics annual meeting yesterday.

While 6,000 math teachers milled around the Sheraton Washington and Shoreham hotels, toting bags emblazoned with publishers' logos and attending seminars such as "Heuristic Strategies in Writing Recursive Logo Procedures" and "Motivation is not a Four-Letter Word," the picketers circled outside to protest the use of calculators in elementary classrooms.

John Saxon, a math book publisher and retired Oklahoma math teacher, and about 20 others carried signs reading "The Button's Nothin' Til the Brain's Trained" and "Beware: Premature Calculator Usage May Be Harmful to Your Child's Education."

'Calcuholics' students arouse teachers' ire

WASHINGTON (AP) — People have come here to protest the nuclear arms race and racial segregation in South Africa, but the small group of renegade math teachers were the first to protest "calcuholics" — students who need calculators to do basic math problems.

"Calculators later, we shall not be moved," they sang Thursday as they paraded their placards in

'They're addicted. We call them calcuholics.'

Teacher

"They're addicted," she said. "We call 'em calcuholics."

The rebellious few — no more than 15 in all — were organized by John Saxon, a Norman, Okla., math textbook writer.

Page 10A The Daily Item — Sumter, S.C. Saturday, April 5, 1986



AP photo

Elementary school teachers picket against use of calculators in grade school. The teachers feel if students use calculators too early, they won't learn math concepts

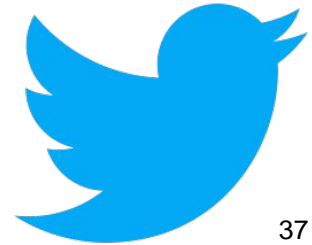
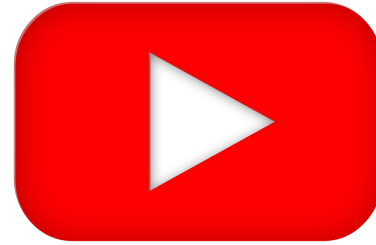
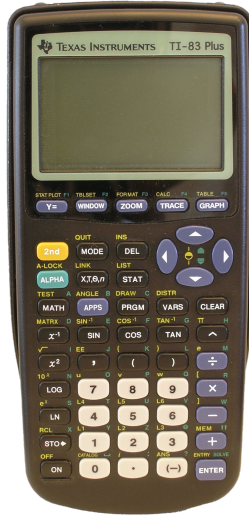
Math teachers protest against calculator use

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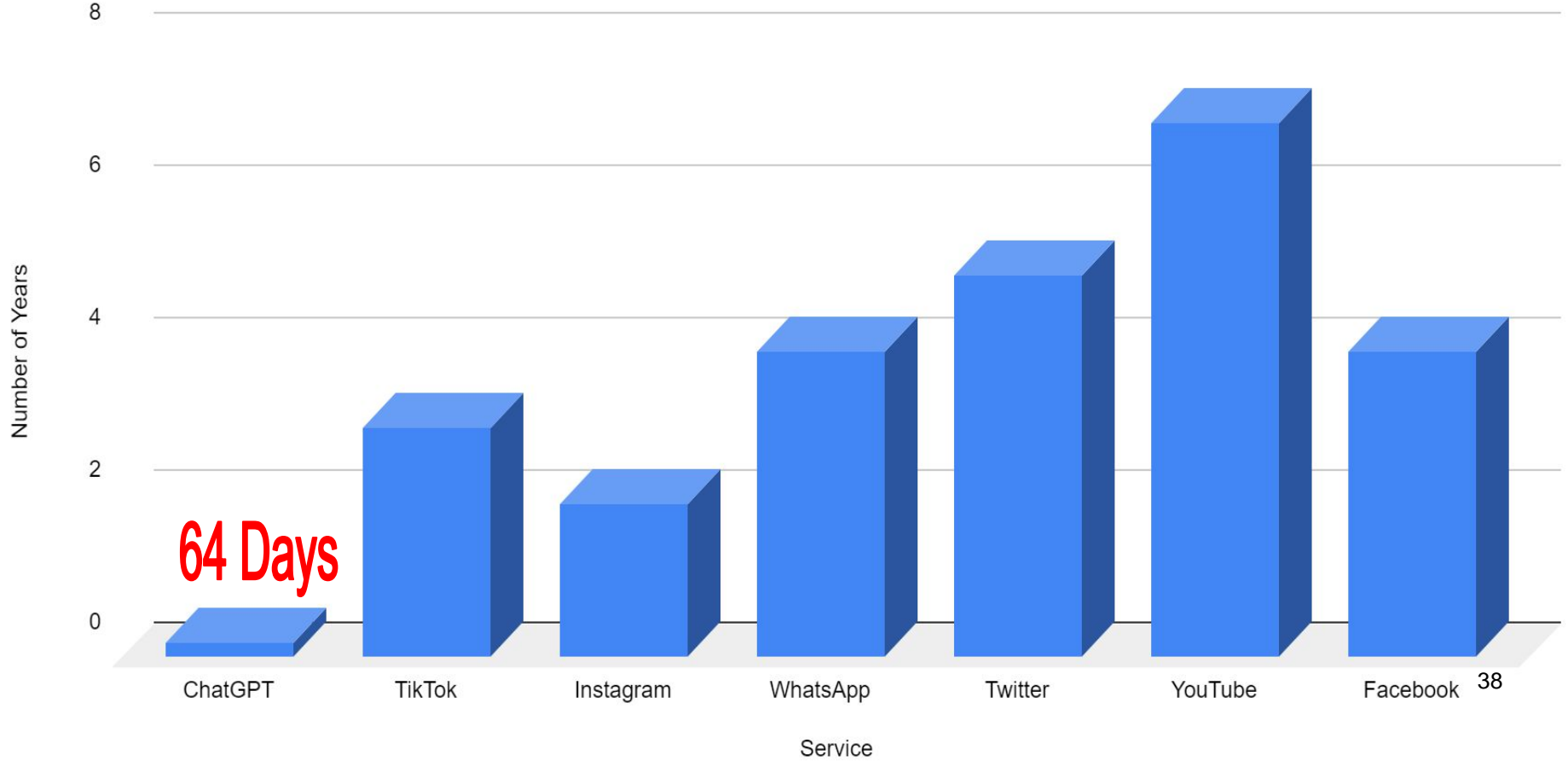
By JILL LAWRENCE

"My older kids don't pay any strate," he said. "Teachers are

Tech Disruptors



Number of Years to Reach 100 Million Users



AI versus Machine Learning

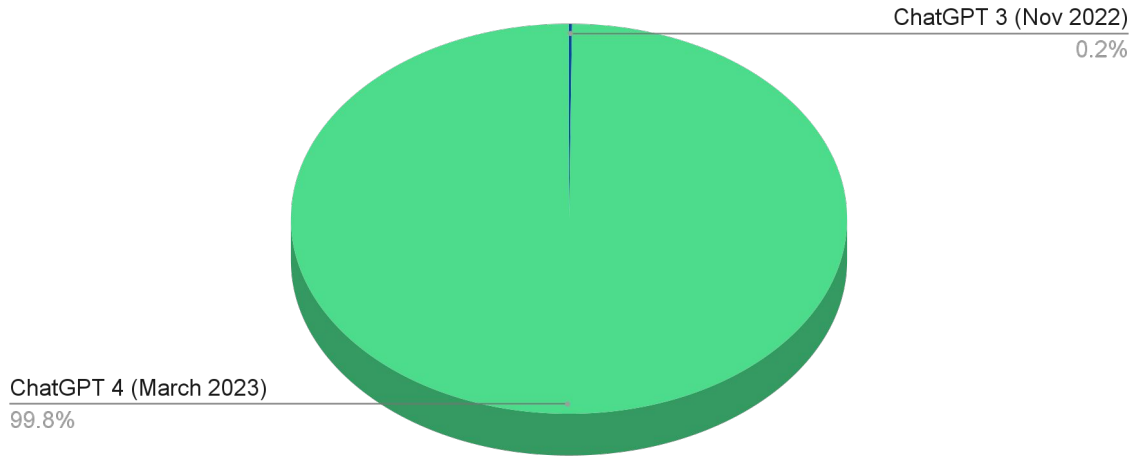
Artificial intelligence (AI) is a broader field that involves creating intelligent machines capable of performing tasks that typically require human intelligence, such as understanding natural language or recognizing visual patterns.

Machine learning (ML), on the other hand, is a subset of AI that involves the use of algorithms to enable machines to learn from data, and improve their performance over time without being explicitly programmed. In essence, machine learning is a means to achieve artificial intelligence.

~ ChatGPT₃₉

Chat GPT

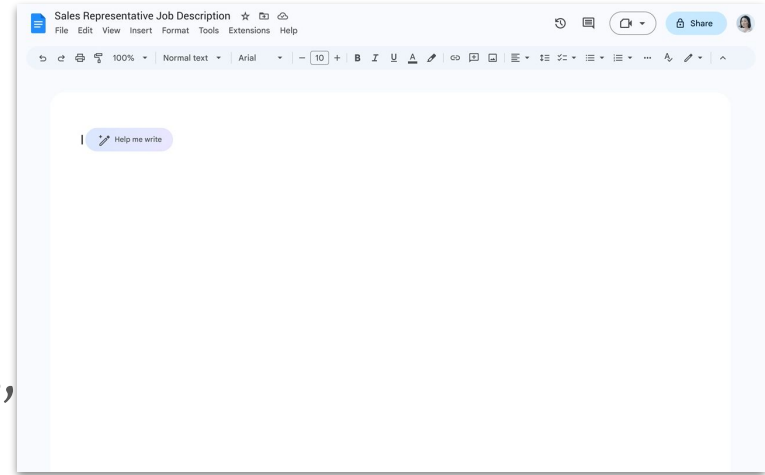
Chat GPT Parameters

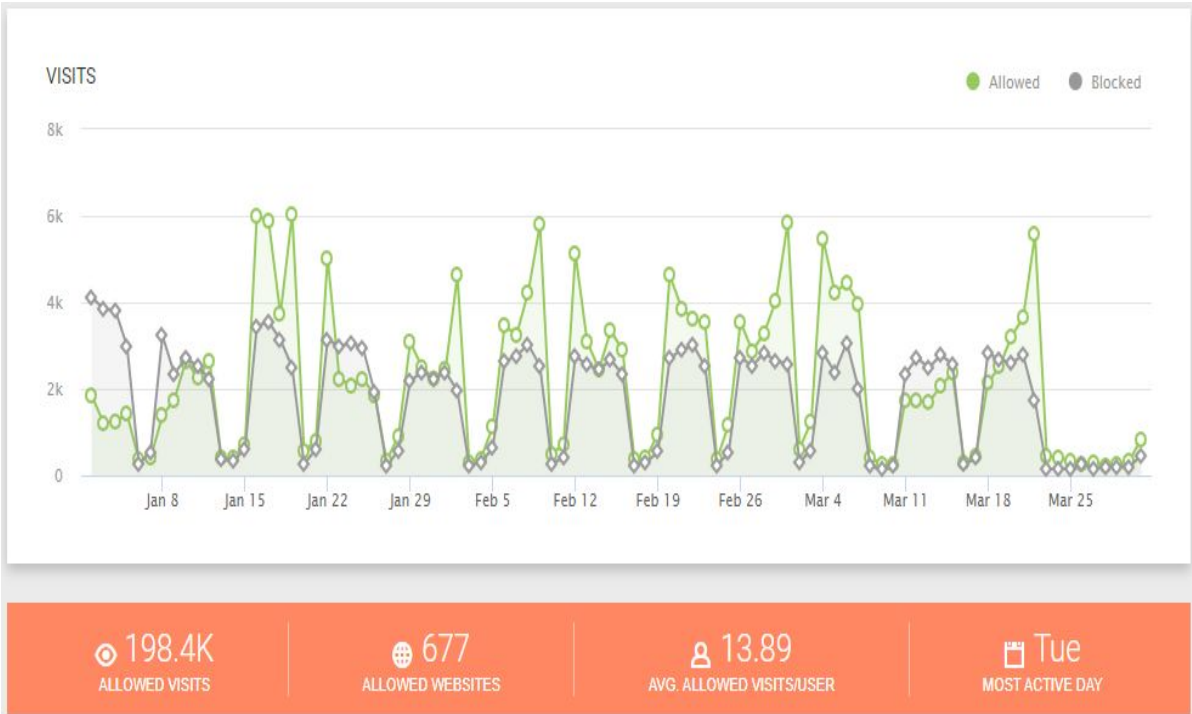


Estimated 86
Billion neurons 40

Current Education Opportunities

- ▶ Classroom Applications
 - Connection to tools- Khan Academy, Quizlet, Google Docs
- ▶ Operation/ business operations
 - PD plans, strategic plan outlines, summarizing information, reviewing content





Top Websites [VIEW ALL](#)

	VISITS
www.turnitin.com	62.0K
chat.openai.com	56.2K
tii-connect-california.turnitin.com	14.2K
auth0.openai.com	11.2K
ev.turnitin.com	9.5K
beta.character.ai	5.7K

Ethical Considerations



What does digital citizenship look like for Osseo?

How will our organization plan for potential risk?

How do we proactively engage the communities we serve around digital ethics?

National Education Tech Plan



Digital Use Divide



Digital Design Divide



Digital Access Divide

STATE OF THE WORLD (Context)

Education in the 4th Industrial Revolution

HURDLES

(Barriers)

- 1 Attracting & Retaining Educators and IT Professionals
- 2 Ensuring Cybersecurity & Safety Online
- 3 Scaling Innovation & Inertia of Education Systems



ACCELERATORS

(Mega-trends)

- 1 Changing Attitudes Toward Demonstrating Learning
- 2 Building the Human Capacity of Leaders
- 3 Learner Agency



TECH ENABLERS

(Tools)

- 1 Generative Artificial Intelligence (Gen AI)
- 2 Analytics & Adaptive Technologies
- 3 Rich Digital Ecosystems



BRIDGES (Themes)

Intersections; Professional Development

Osseo AI Guidance

Purpose

Artificial intelligence in Osseo Area Schools is a transformative resource that empowers educators and scholars to experience innovative teaching and learning, blending ethical use of advanced technology with human insight to enhance the overall educational experience.

Guiding Principles



Ethical Use



Human Centered



Digital Equity



Future Ready

Ethical Use

For Scholars

Ethical use of AI for scholars prioritizes originality, responsible usage, transparent disclosure, ongoing education about ethical considerations, and the cultivation of a collaborative environment. This commitment underscores the importance of integrity, academic honesty, and responsible interaction with AI to positively contribute to the academic community.

For Employees

Ethical use of AI for employees prioritizes responsible use by producing original work, clearly attributing AI-generated content, and ensuring digital security measures. This commitment emphasizes integrity, responsible AI use, and mitigation of potential risks to create a secure and ethical, educational environment.

Human Centered

For Scholars

Human-centered AI use by scholars in education highlights the commitment to human values, well-being, and decision-making. AI technologies within Osseo Area Schools are utilized to improve the learning experience by working alongside human input, promoting empathy and ethical considerations, and acknowledging the importance of human decision-making.

For Employees

Human-centered AI use by employees means recognizing the human element when integrating technology. This ensures that AI enhances the work experience while respecting human values, autonomy, and ethical considerations. The goal is to maintain a balance between technological advancements and the crucial role of human decision-making and responsibility.

Digital Equity

For Scholars

Digital equity in AI use for scholars revolves around acknowledging and addressing bias in AI systems while ensuring equal access and opportunities for all. It underscores the commitment to fostering a learning environment where AI is employed ethically, promotes inclusivity, and mitigates disparities to create a fair and equitable educational experience for every scholar.

For Employees

Digital equity in AI use for employees centers on recognizing and mitigating bias in AI systems while promoting equal access and opportunities. This approach ensures that AI technologies are leveraged ethically, fostering an inclusive and fair educational environment that prioritizes accessibility and opportunities for all employees.

Future Ready

For Scholars

Future Ready AI prepares scholars for the workforce by fostering a comprehensive skill set, including an understanding of how to use AI to support creative problem-solving, critical thinking, effective communication, and proficient research methods. This approach ensures scholars are equipped with the necessary competencies to navigate and contribute meaningfully in a workforce increasingly shaped by artificial intelligence technologies.

For Employees

Future Ready AI prepares employees for the modern workplace by incorporating AI technologies. This includes updating work processes, promoting adaptability, and improving productivity. The goal is to provide employees with the skills and tools they need to thrive in a rapidly changing work environment. Leveraging AI enhances employees' professional abilities and encourages more effective and innovative practices.

Questions?

AI in Osseo Area Schools

Introduction:

Artificial intelligence (AI) is a rapidly evolving technology developed to perform tasks that typically require human intelligence. Osseo Area Schools recognizes the benefits and challenges of technologies in the education space. The purpose of this guiding document is to serve as a foundational framework for artificial intelligence in Osseo Area Schools to prepare each and every scholar for future success in the expanding digital age.

Purpose Statement:

Artificial intelligence in Osseo Area Schools is a transformative resource that empowers educators and scholars to experience innovative teaching and learning, blending ethical use of advanced technology with human insight to enhance the overall educational experience.

Guiding Principles:

The following principles will guide our decisions and actions when using AI technologies in Osseo Area Schools.

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Osseo Area Schools CAREI Action Planning Committee Executive Summary

Overview

The CAREI Action Planning Committee has completed the process of reviewing recommendations from the report on special education services. The group prioritized actions to be implemented in alignment with district strategic priorities in a three-year plan, focusing on efforts to respond to staff workload concerns, increase system cohesiveness within the district, and establish short-term wins by acting on achievable, high-leverage recommendations in the first year of implementation.

Purpose

The CAREI Action Planning Committee was created to help the district prioritize and implement the most important recommendations from the CAREI evaluation allowing for the best use of staff time and resources.

Membership

The committee includes stakeholders from across the district and across bargaining groups.

Staff in attendance at one or more CAREI Action Planning Committee meetings represented the following schools/programs:

Basswood (1 staff)	Brooklyn Middle School (1 staff)	Cedar Island (1 staff)
Fair Oaks (2 staff)	Maple Grove Senior High (1 staff)	Multiple Sites (11 staff)
Osseo Senior High (1 staff)	Oak View (2 staff)	Palmer Lake (2 staff)
Park Center High School (1 staff)	Rice Lake (1 staff)	Willow Lane (4 staff)
Woodland (2 staff)	Bryan Bass	Sonni Buerskin

Members of the CAREI Action Planning Committee will work closely with the district Special Education Advisory Team (SEAT), which includes the Director of Student Services, Assistant Director of Student Service, and licensed coordinators, to implement the priorities identified by

the CAREI committee. The CAREI committee and SEAT will meet frequently to review progress and make adjustments to the action plan.

Process

Staff from CAREI and their partner consulting firm, Public Progress, facilitated our committee meetings in collaboration with Assistant Superintendent, Dr. Bryan Bass, and Director of Student Services, Sonni Buerskin.

The committee met five times and will convene once more to discuss the action plan and next steps.

First, the committee used a Strengths, Weaknesses, Opportunities, and Threats (SWOT) process to organize the 50+ recommendations from the CAREI report. Many recommendations are systemic in nature and the SWOT process allowed staff to examine their workload concerns through a systemic lens. Next, the committee prioritized the recommendations using information on the potential effect of acting on each recommendation. The effect size information was developed by researcher John Hattie as a method for synthesizing various resources according to their level of impact. Finally, the committee provided feedback on which recommendations should be processed more thoroughly using one or more tools provided by the facilitators. One example is an evidence-based checklist, a tool for processing lists of classroom materials or strategies.

Outcome

Thanks to the hard work of the committee, we now have a draft action plan that incorporates all of the initial report recommendations and honors the priorities of the staff members. Staff members prioritized nine actions for the 2024-2025 school year, listed as anchor activities in the action plan. These priorities address three major areas of work:

Respond Directly to Workload Concerns

1. Reinforce the commitment of dedicated special education staff by removing barriers to efficiency. (E.g., reduce or eliminate high-burden paperwork.)
2. Reinforce the commitment of dedicated special education staff by increasing opportunities to develop collective efficacy. (E.g., establish district-wide expectations for collaboration among staff in the MTSS structure, including general and special education.)

Improve System-Level Cohesiveness

3. Adopt a comprehensive approach to support for behavior, social-emotional learning, and mental health.

4. Allocate resources in alignment with district priorities and MTSS activities.
5. Adopt and implement a district-wide data system to ensure common data-based decision-making procedures are practiced by all staff for all students.

Establish Short-Term Wins to See Immediate Improvement for Staff, Students & Families

6. Ensure elementary schools use discipline and behavior data to inform selection of universal and targeted behavior interventions.
7. Address high rates of absenteeism.
8. Examine the current core curriculum to identify gaps in reading and math instruction to ensure that standards, the Science of Reading, and Science of Math are thoroughly infused and effective instructional practices (e.g., explicit instruction, scaffolding) are implemented with high fidelity.
9. Improve family and community engagement through building relationships, belonging, agency, and communication.

Existing task teams will implement the action plan over a three-year period beginning in May 2024. The full action plan, including the timeline for completion, is provided.

Osseo Public Schools

May 07, 2024

CAREI Action Planning Group Summary of Process & Results



Center for
Applied Research and
Educational Improvement

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OSSEO AREA SCHOOLS

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PURPOSE

Review the process and results of our CAREI
Action Planning Committee Meetings

DOCUMENTS

- Executive summary
- Theory of action
- Action plan

Summary of Results

- The CAREI Action Planning Committee has completed their review of the CAREI report recommendations.
- The committee prioritized actions to be implemented over a three year period.
- Prioritized actions focus on three areas:
 - responding to staff workload concerns,
 - increasing system cohesiveness within the district, and
 - establishing short-term wins by acting on achievable, high-leverage recommendations in the first year of implementation.

CAREI Action Planning Committee

- Convened to help prioritize and implement recommendations from the CAREI report
- Includes staff from across the district
- Met five times beginning in November
- Will continue to work on implementation along with Special Education Advisory Team (SEAT)
- Facilitated by CAREI and partners

CAREI Action Planning Committee: Process

1. **SWOT Sorting Process** to categorize recommendations and be strategic in choosing actions
2. **Prioritizing activity using effect sizes** to determine which recommendations to act on first
3. **Advised on which recommendations are good candidates for a deep dive** in further analysis

SWOT Analysis

Internal to our organization We **control** these



- Things we do well
- Resources unique to our organization



- Things we could improve
- Areas where we lack resources



- Conditions in our internal environment that could enable us to meet our goals if acted on



- Conditions in our internal environment that could prevent us from meeting our goals if not addressed

SWOT Analysis

External to our organization

We do not control, but might have **influence** over these



- Conditions in our external environment that could enable us to meet our goals if acted on



- Conditions in our external environment that could prevent us from meeting our goals if not addressed

Effort-for-Effect Matrix

Work we can do that has a **strong, positive effect** for kids & families

Work we can do that has a **weak, negligible, or negative** effect for kids & families

Work we are required to do	EFFORT	EFFORT
Work we are not required to do	EFFORT	

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2024-25 Anchor Actions

Respond Directly to Workload Concerns

1. Reinforce the commitment of dedicated special education staff by removing barriers to efficiency. (E.g., reduce or eliminate high-burden paperwork.)

2. Reinforce the commitment of dedicated special education staff by increasing opportunities to develop collective efficacy. (E.g., establish district-wide expectations for collaboration among staff in the MTSS structure, including general and special education.)

2024-25 Anchor Actions

Improve System-Level Cohesiveness

3. Adopt a comprehensive approach to support for behavior, social-emotional learning, and mental health.
4. Allocate resources in alignment with district priorities and MTSS activities.
5. Adopt and implement a district-wide data system to ensure common data-based decision-making procedures are practiced by all staff for all students.

2024-25 Anchor Actions

Establish Short-Term Wins to See Immediate Improvement for Staff, Students & Families

6. Ensure elementary schools use discipline and behavior data to inform selection of universal and targeted behavior interventions.

7. Address high rates of absenteeism.

8. Examine the current core curriculum to identify gaps in reading and math instruction to ensure that standards, the Science of Reading, and Science of Math are thoroughly infused and effective instructional practices (e.g., explicit instruction, scaffolding) are implemented with high fidelity.

9. Improve family and community engagement through building relationships, belonging, agency, and communication.

Osseo First Year Actions in System Context

Actions to build on strengths & opportunities inside our organization

1. Reinforce the commitment of dedicated special education staff by increasing opportunities to develop collective efficacy and removing barriers to efficiency.
2. Adopt a comprehensive approach to support for behavior, social-emotional learning, and mental health.
3. Examine the current core curriculum to identify gaps in reading and math instruction to ensure that standards, the Science of Reading, and Science of Math are thoroughly infused and effective instructional practices (e.g., explicit instruction, scaffolding) are implemented with high fidelity.
4. Improve family and community engagement through building relationships, belonging, agency, and communication.

Actions to reduce weaknesses and threat exposure inside our organization

1. Ensure elementary schools use discipline and behavior data to inform selection of universal and targeted behavior interventions.
2. Adopt and implement a district-wide data system to ensure common data-based decision-making procedures are practiced by all staff for all students.
3. Allocate resources in alignment with district priorities and MTSS activities.

Actions to influence external opportunities for growth & success

1. Address high rates of absenteeism.

Actions to minimize external threats to growth & success

NA

Parking lot for external opportunities we cannot influence or choose not to pursue

NA

Damage control for external threats we cannot influence or choose not to expend resources on

NA

Let's Look at an Example Action

Please look at your printed action plan.



Priority	No.	Action	Potential Effect Size (Impact on Students)	Impact on Special Education Staff	Description	Anticipated Start date	Anticipated End date
STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
A	1	Adopt a comprehensive approach to support for behavior, social-emotional learning, and mental health.	MTSS 0.73 Decreasing disruptive behavior 0.82 Well-being 0.24 Teacher-student relationships 0.62 Student engagement 0.41	- Decrease in special education referral and evaluation due to increased general education teacher skill set - Decrease in unscheduled student support because general education teachers will be able to manage tier 1 and tier 2 behaviors - Increased ability to follow a schedule, including consistent preps and lunch breaks, due to decrease in unscheduled student support	Anchor activity for 2024-2025. -The district will evaluate PBIS implementation district-wide and supplement PBIS with additional strategies to support social-emotional learning. -These may include piloting use of Tier 2 Character Strong support as a classwide intervention in several classes and/or buildings with the greatest need. -Planning will begin in May 2024, and initial implementation will extend throughout the 2024-2025 school year.	May 2024	June 2025
A	1.1	Establish expectations for the district-wide implementation of PBIS, including data-based decision-making.			Alignment with PBIS and Character Strong work in A1.	March 2025	August 2025
A	1.2	Develop district-wide written protocols to follow up on mental health screening data.		- Increased partnership with general education teachers	Alignment with PBIS and Character Strong work in A1.	August 2025	June 2026
A	1.3	Ensure procedures for screening for social-emotional-behavioral needs are consistent district-wide and consistently practiced.		- Trauma training will allow special education teachers to provide targeted, effective supports	Alignment with PBIS and Character Strong work in A1.	August 2025	June 2026
A	1.4	Develop shared vocabulary and common practices concerning developing relationships with all students.			Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.5	Improve student engagement through building relationships, belonging, agency, and communication.			Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.6	Identify root causes of discrepancies in suspension across populations of students and determine solutions.	Suspension/expe lling students -0.20		Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.7	Provide support for students who have experienced trauma.	NA		Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	2	Ensure elementary schools use discipline and behavior data to inform selection of universal and targeted behavior interventions.	MTSS 0.73 Decreasing disruptive behavior 0.82	- See F4	Anchor activity for 2024-2025. -The district will develop and implement a data-based decision-making protocol for the use of behavior interventions at Tiers 1 and 2, as well as a bank of evidence-based behavior interventions available to staff. -Professional learning on both the data-based decision-making protocol and interventions will be provided to all staff. -These will be integrated with the classwide	May 2024	June 2025

Let's Look at an Example Action





Priority	No.	Action	Potential Effect Size (Impact on Students)	Impact on Special Education Staff	Description	Anticipated Start date	Anticipated End date
STRATEGIC PRIORITY D: Create a system of operational innovation, excellence, accountability, and sustainability.							
<i>District, department, and building operational plans; emergency response plans.</i>							
D	1	Reinforce the commitment of dedicated special education staff by removing barriers to efficiency.	NA	- Many due process procedures in the district are redundant, not family friendly, and not required by law. Decreasing unnecessary paperwork allows staff to increase their time spent directly with students	Anchor activity for 2024-2025. -The district will use a current task team to undertake consideration of policies, procedures, and practices currently used in special education to determine if any can be de-emphasized, altered, or removed to create more time for staff to spend on other work.	May 2024	June 2026
D	1.1	Use the Effort-for-Effect Matrix to determine which current policies and procedures can be reduced or eliminated. Include current processes for the completion of due process and other high-burden paperwork.	NA		Aligned with D1.	May 2024	June 2026
D	1.1.1	Systematize and unify policies, procedures, and practices across all buildings in the district.	NA		As a result of D.1.1.	May 2024	June 2026
D	1.2	Conduct an inventory of district teams and find efficiencies in the merging or elimination of teams.	NA		Aligned with D1.	May 2024	June 2026

Let's Look at an Example Action

Priority	No.	Action	Potential Effect Size (Impact on Students)	Impact on Special Education Staff	Description	Anticipated Start date	Anticipated End date
STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
A	1	Adopt a comprehensive approach to support for behavior, social-emotional learning, and mental health.	MTSS 0.73 Decreasing disruptive behavior 0.82 Well-being 0.24 Teacher-student relationships 0.62 Student engagement 0.41	- Decrease in special education referral and evaluation due to increased general education teacher skill set - Decrease in unscheduled student support because general education teachers will be able to manage tier 1 and tier 2 behaviors - Increased ability to follow a schedule, including consistent preps and lunch breaks, due to decrease in unscheduled student support - Increased partnership with general education teachers - Trauma training will allow special education teachers to provide targeted, effective supports	Anchor activity for 2024-2025. -The district will evaluate PBIS implementation district-wide and supplement PBIS with additional strategies to support social-emotional learning. -These may include piloting use of Tier 2 Character Strong support as a classwide intervention in several classes and/or buildings with the greatest need. -Planning will begin in May 2024, and initial implementation will extend throughout the 2024-2025 school year.	May 2024	June 2025
A	1.1	Establish expectations for the district-wide implementation of PBIS, including data-based decision-making.			Alignment with PBIS and Character Strong work in A1.	March 2025	August 2025
A	1.2	Develop district-wide written protocols to follow up on mental health screening data.			Alignment with PBIS and Character Strong work in A1.	August 2025	June 2026
A	1.3	Ensure procedures for screening for social-emotional-behavioral needs are consistent district-wide and consistently practiced.			Alignment with PBIS and Character Strong work in A1.	August 2025	June 2026
A	1.4	Develop shared vocabulary and common practices concerning developing relationships with all students.			Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.5	Improve student engagement through building relationships, belonging, agency, and communication.			Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026





Results to look for immediately

For staff

-  Increased staff engagement
-  Decreased staff workload due to redundant/unnecessary paperwork or processes
-  Increased staff time for student interaction
-  Increased collaboration among general and special education staff

Results to look for immediately

For students and families

-  Increased outreach for engagement when students struggle with behavior
-  Decreased challenging behavior and increased engagement in instruction
-  Improved attendance at school
-  Decreased disproportionate discipline of students of color

Results to look for long-term

For staff





 Increased staff engagement

 Increased staff job satisfaction

 Decreased staff turnover

Results to look for long-term

For students and families

-  Increased student and family engagement
-  Decreased challenging behavior
-  Improved academic outcomes
-  Improved social-emotional outcomes

Next Steps

Implementation

- Members of the CAREI Action Planning Committee will work closely with the district Special Education Advisory Team (SEAT) to implement the action plan.

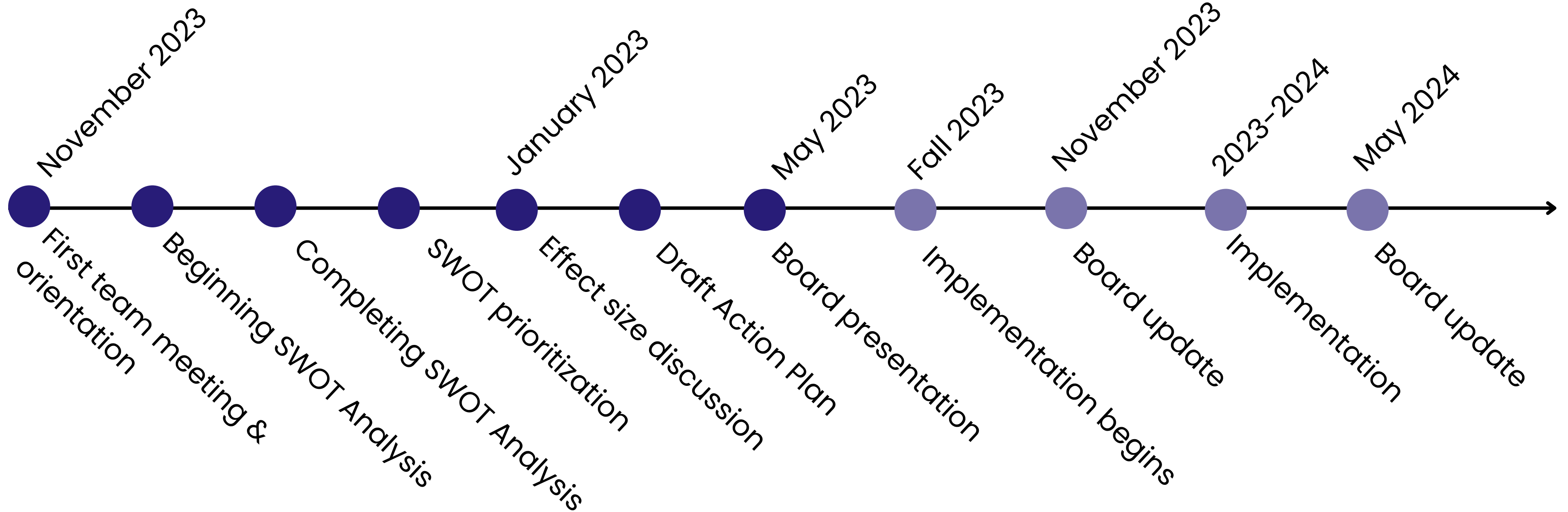
Progress Monitoring

- The CAREI committee and SEAT will meet frequently to review progress and make adjustments to the action plan.
- The next board update will be at the November work session.

Timeline

Where we started

Where we are going



If Osseo Area Schools commissions a review of the district's special education programs and services

&

Osseo staff are engaged in prioritizing the report recommendations as part of the CAREI Action Planning Committee

&

The resulting action plan is aligned with Osseo Area Schools' Strategic Priorities

&

The staff engaged in creating the action plan are also engaged in implementing the action plan then

Osseo staff will experience reduced workload and improved job satisfaction

&

Osseo students and families will experience improved engagement and outcomes.

Priority	No.	Action	Potential Effect Size (Impact on Students)	Impact on Special Education Staff	Description	Anticipated Start date	Anticipated End date
STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
A	1	Adopt a comprehensive approach to support for behavior, social-emotional learning, and mental health.	MTSS 0.73 Decreasing disruptive behavior 0.82 Well-being 0.24 Teacher-student relationships 0.62 Student engagement 0.41	- Decrease in special education referral and evaluation due to increased general education teacher skill set - Decrease in unscheduled student support because general education teachers will be able to manage tier 1 and tier 2 behaviors - Increased ability to follow a schedule, including consistent preps and lunch breaks, due to decrease in unscheduled student support - Increased partnership with general education teachers - Trauma training will allow special education teachers to provide targeted, effective supports	Anchor activity for 2024-2025. -The district will evaluate PBIS implementation district-wide and supplement PBIS with additional strategies to support social-emotional learning. -These may include piloting use of Tier 2 Character Strong support as a classwide intervention in several classes and/or buildings with the greatest need. -Planning will begin in May 2024, and initial implementation will extend throughout the 2024-2025 school year.	May 2024	June 2025
A	1.1	Establish expectations for the district-wide implementation of PBIS, including data-based decision-making.			Alignment with PBIS and Character Strong work in A1.	March 2025	August 2025
A	1.2	Develop district-wide written protocols to follow up on mental health screening data.			Alignment with PBIS and Character Strong work in A1.	August 2025	June 2026
A	1.3	Ensure procedures for screening for social-emotional-behavioral needs are consistent district-wide and consistently practiced.			Alignment with PBIS and Character Strong work in A1.	August 2025	June 2026
A	1.4	Develop shared vocabulary and common practices concerning developing relationships with all students.			Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.5	Improve student engagement through building relationships, belonging, agency, and communication.			Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.6	Identify root causes of discrepancies in suspension across populations of students and determine solutions.	Suspension/expelling students -0.20		Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	1.7	Provide support for students who have experienced trauma.	NA		Alignment with Restorative Practices work to begin in 2025.	January 2025	January 2026
A	2	Ensure elementary schools use discipline and behavior data to inform selection of universal and targeted behavior interventions.	MTSS 0.73 Decreasing disruptive behavior 0.82	- See F4	Anchor activity for 2024-2025. -The district will develop and implement a data-based decision-making protocol for the use of behavior interventions at Tiers 1 and 2, as well as a bank of evidence-based behavior interventions available to staff. -Professional learning on both the data-based decision-making protocol and interventions will be provided to all staff. -These will be integrated with the classwide intervention pilot described in action A1.	May 2024	June 2025

Priority	No.	Action	Potential Effect Size (Impact on Students)	Impact on Special Education Staff	Description	Anticipated Start date	Anticipated End date
STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
A	3	Address high rates of absenteeism.	Lack of attendance -0.46	- Students in attendance can benefit from services and exit from special education sooner, which causes a reduction in caseloads - Services will not have to be repeatedly rescheduled, which is a time consuming task	Anchor activity for 2024-2025. -The district will use current task teams to use either Attendance Works tools or newly published Character Counts tools to examine district data on chronic absenteeism and propose strategies to increase attendance.	May 2024	June 2025
A	3.1	Determine root causes of chronic absenteeism among student groups.			Alignment with absenteeism work in A3.	May 2024	June 2025
A	3.2	Implement strategies for increasing attendance.			Alignment with absenteeism work in A3.	May 2024	June 2025
A	4	Review and update equity audits and ensure the use of culturally responsive instructional materials.	NA		Incorporate work on Restorative Practices in next Equity Audit.	August 2025	June 2026
A	4.1	Perform equity audits to inform decisions about services and adjust practices that may perpetuate historical inequities.			Alignment with equity audit work in A4.	August 2025	June 2026
A	4.2	Ensure that curriculum, instruction, and assessments are culturally responsive and free from cultural biases.			Alignment with equity audit work in A4.	August 2025	June 2026
A	4.3	Identify potential cultural misunderstandings and sources of implicit bias among educators that might lead to differential treatment.	NA		Alignment with equity audit work in A4.	August 2025	June 2026
STRATEGIC PRIORITY B: Build and nurture a culture of achievement by providing content rich, rigorous, equitable, and individualized pathways.							
<i>Quality instruction; college and career pathways.</i>							
B	1	Examine the current core curriculum to identify gaps in reading and math instruction to ensure that standards, the Science of Reading, and Science of Math are thoroughly infused and effective instructional practices (e.g., explicit instruction, scaffolding) are implemented with high fidelity.	Comprehensive reading programs 0.57 Reading comprehension programs 0.50 Repeated reading programs 0.80 Phonics instruction 0.48 Phonological awareness 0.74 Vocabulary programs 0.62 Writing programs 0.53	- Decrease in special education referrals and evaluations due to increased access to high quality core instruction - Decrease in frequency, length, and duration of special education service minutes due to increased access to high quality core instruction (including differentiation) in the general education classroom - Available pre-approved curriculum for all instructional levels removes the need for special education teachers to create lessons or	Anchor activity for 2024-2025. -The district will use current task teams to review current curricula for alignment with standards and the science of reading/math. -The task teams will work with one or more specialists in curriculum alignment to complete their reviews.	May 2024	June 2025
B	2	Create a library of district-wide curricula and interventions available and supported within the district's MTSS system.	MTSS 0.73		-Created as a result of B1.	August 2025	June 2026

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STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
B	3	Review targeted reading, writing, and math interventions and strategies need to be reviewed for fidelity. Professional development should be offered in areas of need along with building staff support for interventions.	MTSS 0.73 PD programs 0.44 Interventions for students with learning needs 0.74	create lessons or supplemental material from scratch - Special education staff will feel confident in addressing IEP reading and writing goals after accessing Science of Reading professional development		August 2025	June 2026
	4	Address writing as a component of the literacy curriculum.	Writing programs 0.53			August 2025	June 2026
B	4.1	Include writing interventions in the bank of literacy interventions.				August 2025	June 2026
B	4.2	Adopt a literacy curriculum that addresses writing.				May 2024	June 2025
STRATEGIC PRIORITY C: Promote inclusive participation of our communities and provide timely, relevant, and easily accessible communication.							
<i>Stakeholder communication; community resources; community engagement.</i>							
C	1	Improve family and community engagement through building relationships, belonging, agency, and communication.	Parent engagement 0.30 Out of class communication 0.54 Socioeconomic status 0.56 Belonging 0.46	- Staff will spend less time on attempted family contact / outreach and more time on meaningful family connection - Concrete communication requirements/expectations and tracking methods will save time once implemented	Anchor activity for 2024-2025. -The district will use Restorative Practices to increase student, family, and community engagement while simultaneously decreasing the use of disciplinary practices that disproportionately affect the Black community.	August 2024	June 2025
C	1.2	Ensure the district's commitment to racial equity is reflected in parent and family engagement efforts.			Aligned with Restorative Practices work in C1.	August 2024	June 2025
C	1.3	Engage with Black families and students to build a greater sense of belonging, school engagement, trust, and shared solutions.			Aligned with Restorative Practices work in C1.	August 2024	June 2025
C	1.4	Implement better modes of consistent communication between schools and parents, including student progress updates, community resources, and usefulness links on the district website.			Aligned with Restorative Practices work in C1.	August 2024	June 2025
C	1.5	Establish district-wide expectations for parent and family engagement within the MTSS structure.			Aligned with Restorative Practices work in C1.	August 2024	June 2025
STRATEGIC PRIORITY D: Create a system of operational innovation, excellence, accountability, and sustainability.							
<i>District, department, and building operational plans; emergency response plans.</i>							
D	1	Reinforce the commitment of dedicated special education staff by removing barriers to efficiency.	NA	- Many due process procedures in the district are redundant, not family friendly, and not required by law. Decreasing unnecessary paperwork allows staff to increase their	Anchor activity for 2024-2025. -The district will use a current task team to undertake consideration of policies, procedures, and practices currently used in special education to determine if any can be de-emphasized, altered, or removed to create more time for staff to spend on other work.	May 2024	June 2026

Priority	No.	Action	Potential Effect Size (Impact on Students)	Impact on Special Education Staff	Description	Anticipated Start date	Anticipated End date
STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
D	1.1	Use the Effort-for-Effect Matrix to determine which current policies and procedures can be reduced or eliminated. Include current processes for the completion of due process and other high-burden paperwork.	NA	time spent directly with students	Aligned with D1.	May 2024	June 2026
D	1.1.1	Systematize and unify policies, procedures, and practices across all buildings in the district.	NA		As a result of D.1.1.	May 2024	June 2026
D	1.2	Conduct an inventory of district teams and find efficiencies in the merging or elimination of teams.	NA		Aligned with D1.	May 2024	June 2026
D	2	Allocate resources in alignment with district priorities and MTSS activities.	MTSS 0.73	- Decrease in special education referral and evaluation due to increased general education teacher skill set - Decrease in unscheduled student support because general education teachers will be able to manage tier 1 and tier 2 behaviors - Increased ability to follow a schedule, including consistent preps and lunch breaks, due to decrease in unscheduled student support - Scheduling will become less problematic with a school wide, dedicated intervention time	Anchor activity for 2024-2025. -The district will align the use of financial and personnel resources for 2024-2025 with MTSS as a district priority, along with other strategic priorities.	May 2024	June 2026
D	2.1	Revise district-wide schedules as needed to ensure adequate time for essential MTSS practices.	MTSS 0.73		As needed per D2.	May 2024	June 2026
D	2.2	In district-wide MTSS schedules, be sure to reserve time for collaboration among administrators and PLTs, including special education teams.	MTSS 0.73 Collective teacher efficacy 1.34 Teacher collaboration 0.38		As needed per D2.	May 2024	June 2026
D	2.3	Ensure there is adequate time in the schedule for each building to support all tiers of support for all students.	MTSS 0.73		As needed per D2.	May 2024	June 2026
D	2.4	Ensure SWDs do not miss core instruction.			As a result of D2.	May 2024	June 2026
D	2.5	Adopt a single, district-wide, multi-year improvement plan based on the district's strategic priorities and MTSS.	MTSS 0.73 Whole-school improvement programs 0.29		As a result of D2.	May 2024	June 2026
D	2.6	Determine how MTSS implementation must be standardized district-wide and which aspects of implementation may be customized at each school site. (I.e. what is tight v. loose.)	MTSS 0.73		As a result of D2.	May 2024	June 2026
D	3	Address the workforce shortage	School climate effects 0.53		-The district will consider additional measures to address workforce shortages.	May 2024	June 2026
D	3.1	Consider lowering the ratio of school psychologists, counselors, and social workers to students.	NA		Aligned with D3.	May 2024	June 2026
D	3.2	Start a special education union to address collaborative time, due process time, and representation.	NA		Aligned with D3.	May 2024	June 2026

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<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
D	3.3	Ensure that highest qualified/trained staff are supporting students with greatest academic and behavioral needs.	Teacher qualifications 0.39 Teacher credibility 1.09		Aligned with D3.	May 2024	June 2026
D	3.4	Provide financial support and time for ESPs who want to become licensed.	Teacher qualifications 0.39 Teacher credibility 1.09		Aligned with D3.	May 2024	June 2026
D	3.5	Ensure adequate onboarding for new staff, including knowledge of district curricular resources, quality indicators, and assessments.	NA		Aligned with D3.	May 2024	June 2026
D	4	Establish a process to periodically check with staff about the climate of their workplace.	School climate effects 0.53		-The district will survey staff about their job satisfaction & engagement.	May 2024	June 2025
STRATEGIC PRIORITY E: Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.							
<i>Continuous system improvement; review of special education practices; addressing workforce shortages.</i>							
E	1	Reinforce the commitment of dedicated special education staff by increasing opportunities to develop collective efficacy.	Collective teacher efficacy 1.34 Teacher collaboration 0.38	- Structured PLTs with relevant topics and work will enhance current practices, not be another item on the to-do-list	Anchor activity for 2024-2025. -The district will increase opportunities and expectations for development of collective efficacy by reinforcing collaboration and teaming district-wide.	August 2024	June 2025
E	1.1	Establish district-wide expectations for collaboration among staff in the MTSS structure, including general and special education. Include a review of the schedule and allotting time for communication.			As a step in E1.	August 2024	June 2025
E	1.2	Clearly define PLT expectations and meeting times district-wide. Include a district-wide data-based decision-making process.			As a step in E1.	August 2024	June 2025
E	1.3	Establish district-wide expectations for the use of collaborative inquiry, and the goal of creating collective efficacy among staff.			As a step in E1.	August 2024	June 2025
E	2	Adopt and implement a district-wide data system to ensure common data-based decision-making procedures are practiced by all staff for all students.	MTSS 0.73	- Decreases redundancy with many teachers attempting to do this on their own - Creates a partnership between general education and special education	Anchor activity for 2024-2025. -The district will consider adoption of a district-wide data system in 2024-25 for implementation as soon as the 2025-26 school year, if feasible. -The data system will support common, district-wide data-based decision-making to support MTSS implementation.	October 2024	May 2025

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STRATEGIC PRIORITY A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.							
<i>Secure learning environments; respect for all races and cultures; social-emotional learning.</i>							
E	3	Establish a written district-wide data-based decision-making process that includes roles and responsibilities for collecting and examining screening data, timelines for data review, meeting schedules, and sample agendas. Include health services.	MTSS 0.73	teachers. Special education teachers will no longer be solely responsible for data collection related to student IEP goals and objectives - IEP fidelity checks will allow teachers to be aware of due process errors and make corrections in future documents rather than hastily making corrections each time MDE completes a due process audit	-The district will establish a written data-based decision-making process. -The process will be trained and implemented district-wide.	January 2025	January 2026
E	3.1	Set district-wide expectations for frequency of progress monitoring. [MTSS 0.73]			Aligned with E3.		
E	4	Ensure staff have adequate professional learning to do their jobs.	MTSS 0.73 PD programs 0.44		-The district will ensure adequate professional learning is provided for staff in essential job tasks.	August 2024	June 2026
E	4.1	Provide professional learning for all staff on bolstering core instruction for all students.			As a step in E4.	August 2024	June 2025
E	4.2	Ensure staff have adequate professional learning to implement curricula and interventions in the district-wide library.			As a step in E4.	August 2025	June 2026
E	4.3	Provide all staff with professional learning on the data-based decision-making process. Include all tiers of MTSS.			As a step in E4.	January 2025	January 2026
E	4.4	Ensure all staff have sufficient professional learning to conduct progress monitoring using valid and reliable tools aligned with the district's data-based decision-making process.	MTSS 0.73 PD programs 0.44		As a step in E4.	January 2025	January 2026
E	5	Evaluate fidelity of MTSS implementation.	MTSS 0.73		-The district will evaluate MTSS implementation.	August 2026	June 2027
E	6	Review IEPs for fidelity of implementation of supports	NA		-The district will evaluate a sample of IEPs for fidelity of implementation.	August 2026	June 2027

OSSEO AREA SCHOOLS

ISD  279

Repurposing portion of the *Building a Better Future* plan

May 7, 2024

Repurpose portion of the plan

- ▶ Plan shared that an elementary school would be repurposed to serve pre-kindergarten grades, enrichment and community-based programming needs.
- ▶ After much research and consideration, Crest View Elementary School has been chosen to be repurposed.
 - Crest View's students and staff will be moving schools fall 2025; the start of the 2025-26 school year.
 - Crest View will continue to have elementary programming next school year; the 2024-25 school year. This will end June 2025.

The why: *Building a Better Future* includes a repurpose

- ▶ ECMAC (Enrollment and Capacity Management) has consistently shared variations that exist with enrollment, capacity and building use.
- ▶ ECMAC and six other groups provided suggestions for the *Building a Better Future* plan that included several facility improvements and the repurposing of a school or schools.
- ▶ Oversight Task Force reviewed all work and made final recommendations to the board using the following criteria:
 - Equitable impact
 - Fiscal responsibility
 - Districtwide alignment/standards
 - Capacity
 - Long-term impact
 - Program improvement
 - Communication, engagement
 - Flexible/adaptable spaces

The why: Crest View being the site to be repurposed

- ▶ Central location to neighborhood schools
- ▶ Opportunity to expand to offer more community services
- ▶ Lower student enrollment that is reaching unsustainable levels

Over the last several weeks

- ▶ Audiences reached out to:
 - Crest View staff
 - Crest View students and parents/caregivers
 - Staff districtwide
 - Families districtwide
 - Brooklyn Park representatives and community groups
 - School board

Over the last several weeks

- ▶ Ways audiences have been informed:
 - Conversations/meetings (in person and online)
 - Emails and e-news articles
 - Fact sheets
 - Snail mail letter
 - Video
 - Website, which includes extensive FAQ

Timeline

- ▶ Reminders **now until June 2025**.
- ▶ Event(s) to celebrate Crest View **May 2024 and onward**.
- ▶ Opportunity to preview transferring school(s) via meetings at the sites in **late September 2024**.
- ▶ Construction at Crest View to start **June 2025**.
- ▶ Crest View staff and students begin their new journeys at transferring schools in **September 2025**.
- ▶ Newly repurposed site to tentatively open **September 2026**.

Programming plans for site: Needs and commitments

- ▶ Pre-kindergarten grades (125 seats)
 - Heritage learning model focused on cultural immersion centering Indigenous, Hmong, East/West African and Spanish (MAP grant)
- ▶ Enrichment programming
- ▶ Community-based programming
- ▶ Community-access clinic in collaboration with Park Nicollet (MDH grant)
- ▶ American Indian Cultural Center alongside a native language revitalization program (MDE grant)

Programming plans for site: Additional opportunities possible

- ▶ Between now and June 28 please share your thoughts/ideas via this anonymous ThoughtExchange.
- ▶ The feedback will help the programming team with final recommendations to provide to the designers and architects.



Next steps

- ▶ In addition to the ThoughtExchange, Community members are welcome to share comments at the May 21 board meeting.
- ▶ Detailed information will continue to be shared via
 - district279.org/BetterFuture (improvements to site)
 - district279.org/Repurposing (transition plans for Crest View families and staff)